

What You Need to Know About Disabilities

- According to the Americans with Disabilities Act (ADA), a person with a disability is one who
- Has a physical or mental impairment that substantially limits a major life activity*
 - Has a record or history of such an impairment
 - Is regarded as having such impairment

*Major life activities include, but are not limited to, walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks. These impairments may exist in those with chronic health impairments, learning disabilities, emotional disturbances, physical disabilities, etc.

Three main categories of disabilities (with examples)

- Physical
 - Obvious physical disabilities
 - Injuries, including carpal tunnel
 - Blind / low vision
 - Deaf / hard of hearing
 - Chronic illness
- Cognitive
 - Learning disabilities affecting one's ability to
 - Read (dyslexia and other visual processing disorders)
 - Write (dysgraphia)
 - Listen
 - Speak
 - Reason
 - Do math (dyscalculia)
 - Pay attention (ADHD and other processing disorders)
 - Traumatic brain injuries (TBI)
- Emotional / Social
 - Depression
 - Anxiety
 - Bi-polar disorder
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Obsessive Compulsive Disorder (OCD)
 - Eating disorders
 - Asperger's Syndrome
 - Schizophrenia
 - Tourette Syndrome
 - Phobias
 - Post-traumatic Stress disorder (PTSD)

❖ **All disabilities are covered equally by the ADA. How a student is affected is much more important than the diagnosis.**

In order to be admitted to a university, a student must be "otherwise qualified," that is, must meet the admissions requirements for the institution. An applicant's disability cannot be the sole reason for denying admission; however, certain disabilities will prevent an applicant from being qualified if that disability causes the student not to have met certain admissions requirements. For example, a student who has not passed high school algebra may not meet admission requirements regardless of the presence of dyscalculia or a traumatic brain injury.

Process for accessing services for students with disabilities



- Students with already diagnosed disabilities¹ must fill out registration and confidentiality forms and supply verification of disability (provided by a qualified professional).
- Forms are available from the Academic Support Center (ASC) Marpeck 105 (main campus), online at <http://fresno.edu/disability-services/forms>, or by contacting Melinda Gunning (ph 453-2247, email mgunning@fresno.edu).
- Return forms to Melinda Gunning in the Academic Support Center,
 - Main Campus: Marpeck 105
 - Email: mgunning@fresno.edu
 - Fax: 453-7147
 - Mail: 1717 S. Chestnut Ave #25, Fresno, CA 93702.
- Accommodations should be recommended on the Verification of the Disability form (filled out by the diagnosing professional) and will be further negotiated by the director in consultation with the student.
- The director will keep files of student documentation and needs. Only the information that is necessary to communicate required accommodations will be shared with relevant faculty or Degree Completion program director each semester.
 - Notice to DC faculty will be sent once per semester
 - DC program directors should update newly assigned instructors
 - Students will have copies of accommodations memos to remind instructors
- The director will collaborate with faculty and/or regional center staff on how accommodations should be provided.
- Students already registered must check in with the director each semester.

Nota Bene: Students who have not registered with the office of Services for Students with Disabilities are not entitled to accommodations. To offer accommodations to students without following proper procedure leaves the university open to possible litigation.

Some types of accommodations that may be requested

- Extended time / alternate location for examinations
- Reader, scribe, calculator use, or computer access for exams
- Extended time on homework—cannot extend beyond the last day of the course
- Texts in alternate format (large print, audio, electronic, etc.)
- Note-takers for class lectures—carbonless paper provided to students
- Permission to record lectures—students should provide their own equipment and must be cleared with each professor
- Use of laptop or other electronic device in class
- Printed instructor notes, power-point presentations, outlines, etc.
- Leniency for absences—cannot compromise standards of the course/program
- Sign language interpreter or closed captioning
- Other accommodations as needed by students

¹Fresno Pacific University does not have the personnel to evaluate psychological, cognitive, or physical disabilities. Students are responsible for all fees and services necessary to provide diagnosis and documentation.



Reducing the Need for Accommodations

Universal Design: An approach to the design of products and services to be usable by the greatest number of people, including those with disabilities.

- Reduce some of the barriers to services and facilities
- Reduce some of the need for accommodation (there will still be a need for accommodation for some people; however, a reduction in need will simplify the process for most)

Three principles of Universal Design in Learning

Multiple means of

1. engagement
2. representation
3. expression

Universal Design in Learning is what good teaching faculty inherently do for all their students. "UDL encourages faculty to consider three main principles including how they *Represent* their course content, how they *Engage* students in the learning process and how they offer students varied way[s] to *Express* what they have learned. UDL allows faculty to consider these principles to the benefit of all students including students with disabilities" (enact.sonoma.edu).

We are socialized to consider disabilities negatively and therefore put the burden of responsibility on the disabled person to seek accommodation. However, using the paradigm of Universal Design in Learning, we should assume that the student is able to learn and it is the system, the environment, that is disabled from providing access to all people.

For more information visit the website for Ensuring Access through Collaboration and Technology <www.enact.sonoma.edu>.

Universal Instructional Design

Seven Fundamental Principles

1. Equitable: Students with different learning styles and learning strengths should all have the same access to content.
2. Flexible: The instructor should be able to adapt materials and activities as needed for student success.
3. Simple and Intuitive: The instructor should choose materials that are accessible.
4. Perceptible: The instructor should provide all course information in multiple formats.
5. Tolerance for Error: The instructor should choose software and other course materials that won't be rendered unusable by student mistakes.
6. Low Physical Effort: The instructor should think ahead of physical demands of homework, field trips, and laboratory experiments.
7. Adequate Size and Space: The instructor should ensure that all students can access all needed areas of classrooms and labs (Mino 155).

"The cardinal rule of Universal Instructional Design is that there is no single method for representing information that will provide equal access for all students; no single method of expression that will provide equal opportunity for all students; no single way to ensure that all students are engaged in



learning because any method that works for some students presents barriers to learning for others” (Mino 155).

Mino, J. (2004). “Planning for Inclusion: Using Universal Instructional Design to Create a Learner-Centered Community College Classroom,” *Equity & Excellence in Education*, 37:2, 154-160.

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Types of Accommodations Used	#
Extended exam time	48
Alternate exam location	27
Alternate format texts	9
Printouts of lecture materials	2
Note-taking assistance	18
Permission to record lectures	16
Extended deadlines	10
Leniency with attendance	5
Preferred seating/permission to stand	5
Aids on exams	3
Assistive technology	18
Other	0

Types of Disabilities Reported	#
Chronic illness	4
Physical disability (temporary and permanent)	11
Learning disability	23
ADHD	6
Hearing impaired	1
Limited sight/vision impairment	3
Mental health	13
Traumatic brain injury	0

Total # students	58
Graduate	4
Degree Completion	9
Traditional Undergraduate	45

Software:

- Dragon Naturally Speaking—speech to text; enables the user to speak into a microphone and the computer types what is spoken.
 - Installed on one computer on each campus
 - For people with limited manual mobility (paralysis, carpal tunnel, loss of hand, etc.)
 - Also for people with processing disorders that inhibit the ability to spell correctly
 - Students can purchase their own copy from Nuance <http://www.nuance.com/dragon/index.htm> (usually less than \$200)
- Kurzweil—text to speech; will read any electronic text aloud on the computer.
 - For people with limited vision or visual processing disorders
 - Also for people with attention or focusing problems
 - Software disk supplied by my office; student must install on own computer(s).
 - Video instructions available at <http://www.kurzweilededu.com/how-to-videos.html> and http://www.youtube.com/watch?v=0Xe5Dhf5_mM

